

## **Types of Educational Administration**

There are three concepts of educational administration in education:

- (i) The authoritarian
- (ii) The Laissez-faire
- (iii) The democratic

(a) *The authoritarian or Aristocratic*

This is dictatorial and rigid which leaves no scope for individual initiative. The main reason was, our educational system, run by British. It was primarily designed to perpetuate their administrative control over the country by means of a strict and authoritarian system of education. This type virtually amounted to police services.

The administrator never bothered to listen to his subordinates. He believed in threats and black mailing. Actually he imitates that he can do every thing himself. He never accepted the proposal and any advice given by his staff, even he rejected very useful proposals with sarcastic remarks. Some times he became angry on such proposals and the proposer was never for given. He criticised encouraging remarks, ultimately the worker felt insulted and discourge.

(b) *The Laissez-faire*

The idea of this type of administration is derived from economists who pleaded labour force during the industrial revolution of Chicago I. L. (IWINOISE). It was based on the foundations underlying the following concept.

- (i) Live and let others live
- (ii) Autonomy
- (iii) Bargaining power
- (iv) Conducive working environment
- (v) Industrial hazard compensation
- (vi) Partnership

In this system administrator has a very loose control over his staff. In the light of above foundations, obviously the administrator was under constant interference of either professionally sound or unskilled teachers. Consequently, the administrator became dishearten and his interest in educational affairs decreased.

He left every thing on their own. Thus administration/surrounded by unnecessary less professional interference resulted in total failure in term of quality of education.

(c) *The Democratic*

This kind of administration is democratic administration. It is held that administration based on a free process of interaction between teachers and educational administrators makes for better results in education, both from the stand point of teachers and pupils. This is known as democratic administration.

The first type of educational administration could not play a vital and beneficial role to the individual because during the British period the main objective of educational administration in the educational institution was to exercise control. With this end in view, it served to measure the quality of instruction imparted in different educational institutions and determine the size of government grant payable to these institutions. Resembling very largely the system of the policy department, it tended to be a rigorous inquiry into the bonafides and efficiency of an educational institution.

This very idea of exercising control and discipline had infiltrated the education department and the administration turned out to be a process of fault-finding and prevention of violations of rules which become naturally very predominant.

We know that educational administration is an essential function for keeping up the standard of any education system and to reach the goal as suggested by various commissions and committees.

The democratic type of educational administration can be called a good educational administrative type which will help staffs particularly teachers depending upon themselves and not upon others.

The basis of the democratic type is the recognition of individual worth.

The democratic type demands that all those that will be affected by a decision must have a say in the formulation and development of the decision.

In the school setting, the students, parents, and staff must participate in decisions regarding school rules and regulations, school activities, discipline and extra-curricular activities. Each student should have a 'say' in the decision of his own programme of study. Therefore, the school administrator must involve each or all segments of the school community in making decision affecting their lives and welfare.